

**ARKANSAS ADVISORY COUNCIL
FOR THE
EDUCATION OF
GIFTED AND TALENTED CHILDREN**

**REPORT
JULY 1, 2014- JUNE 30, 2015**

***ARKANSAS DEPARTMENT OF EDUCATION
2015***

July 1, 2014 - June 30, 2015

ANNUAL REPORT

ARKANSAS ADVISORY COUNCIL FOR THE EDUCATION OF GIFTED AND TALENTED CHILDREN

**Marilyn Larson
Chairperson**

ARKANSAS DEPARTMENT OF EDUCATION

**Johnny Key, Commissioner
Arkansas Department of Education**

OFFICE OF EDUCATION OF GIFTED AND TALENTED CHILDREN

**Dr. Debbie Jones, Assistant Commissioner
Dr. Mary Kathryn Stein, Public School Program Coordinator
Krystal Nail, Public School Program Advisor**

Table of Contents

- I. Members*
- II. Letter to Governor*
- III. Overview and History of Gifted Education in Arkansas*
- IV. Report on Recommendations for 2014-2015*
- V. Recommendations for 2015-2016*
- VI. Appendices*
 - A. Arkansas Governor's School*
 - B. Pre-AP and AP Teacher Training*
 - C. Equipment and Materials Grants to Advanced Placement Teachers*
 - D. Advanced Placement Incentive Money for Scores of 3, 4, or 5 to School Districts*
 - E. Advanced Placement Program*
 - F. Arkansas Advanced Initiative in Math and Sciences, Inc. (AAIMS)*
 - G. Talent Identification Program*
 - H. Act 56 Awards*

2014-2015 GOVERNOR'S ADVISORY COUNCIL FOR GIFTED/TALENTED EDUCATION

| | |
|---|-------------------------------------|
| Tommie Anthony 2905 Baxter Dr. Conway, AR 72034 | Term 1:(Deceased, January 13, 2015) |
| Dr. Ernie Enchelmayer 302 Walleye Drive Russellville, AR 72802 | Term 2: 07/20/2015 |
| Jessica Sabin 400 Fountain Avenue Little Rock, AR 72205 | Term 1: 07/20/2017 |
| Marilyn Larson, Chair 1814 Robinson Avenue Conway, AR 72034 | Term 2: 07/20/2015 |
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GOVERNOR'S ADVISORY COUNCIL FOR GIFTED EDUCATION

August 1, 2015

The Honorable Asa Hutchinson
Governor of the State of Arkansas
State Capitol
Little Rock, AR 72201

Dear Governor Hutchinson:

Arkansas continues to rank highly among national state leaders in Gifted Education. The Council is pleased to share good news about Arkansas's strides in Gifted Education, and offer our recommendations and thoughts to ensure continued growth in serving our academically strong students, who will be in the forefront of leadership, growing the economy and business of Arkansas.

+Act 56 Selection of Outstanding Gifted Programs:

The Council recognized the following districts as Outstanding Gifted Programs in 2015:

School Districts less than 1,000: South Side Bee Branch, Scranton-Certificate of Merit

School Districts 1,000 < 3,000: Boonville, Heber Springs-Certificate of Merit

School Districts 3,000 < Larger: Bentonville, Rogers-Certificate of Merit

+Advanced Placement: The State of Arkansas continues to be a national leader in the growth of Advanced Placement college-level courses. AP in Arkansas serves a nationally recognized diverse population of students statewide. Arkansas is one of the few states that pays the AP exam fees for all or part of the costs of public school students taking the Advanced Placement exams. In Arkansas if students complete the AP course, have a College Board trained teacher with a syllabus approved by the College Board, then their exams are paid for by the state. AP (& Pre-AP) teachers are trained through state funded statewide College Board Summer institutes and trainings.

+Arkansas Governor's School-2015: AGS returned to its original 6-week program in 2013, thus fulfilling the initial intent of student interaction with AGS curriculum. The program has served over 13,000 Gifted and Talented students over its now 36-year history. Many of these AGS alums now serve Arkansas in business, government, science, & education. Full funding for 2016 is in place. Continued support of AGS is both appreciated & vital. We continue to request that the grant cycle builds for sustainability through a cost of living increase for the 2016-2018 grant cycle.

+Summer Enrichment Programs (AEGIS programs)- Act 814 approved by the 90th Arkansas General Assembly provides an appropriation for Academic Enrichment for the Gifted in Summer, thus reinstating AEGIS & providing initial start-up funding for this grant application program for school districts.

+GT Services reinstated in Schools of Innovation- Act 1136 approved by the 90th Arkansas General Assembly prevents the waiver of gifted services in Schools of Innovation.

The Advisory Council requests your continued support of Gifted Education as you examine the following recommendations:

1) GT Services in Charter Schools & Districts with Charter-Like Waivers –Act 1240

As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school's approved charter. Charter schools are monitored by the ADE Charter/Home School Unit; however, services to gifted students in Charter schools should be monitored by trained, licensed GT personnel in the ADE Office of Gifted and Talented.

2) Restored GT Program Advisor Position

A return to having three (3) full time positions in the Office of Gifted and Talented and Advanced Placement at ADE [two Program Advisors along with one (1) Program Coordinator] to facilitate a return to a three- (3-) year onsite monitoring schedule.

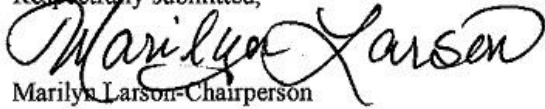
3) Revision of the AP/IB Rules:

Revise the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses, August 2007.

Also, the Council suggests that the Arkansas Governor's School budget continue to be increased to support a six-week program beyond 2016. AGS-2016 is the first year of the program's three- (3-) year grant cycle. We continue to request that the granting cycle builds for sustainability through a cost-of-living increase for the 2016-2018.

Thank you for supporting Gifted Education and for allowing the Council to provide you with recommendations for further enhancement of Gifted Education services for all students of Arkansas.

Respectfully submitted,

A handwritten signature in black ink, reading "Marilyn Larson". The signature is fluid and cursive, with the first name "Marilyn" and last name "Larson" clearly distinguishable.

Marilyn Larson-Chairperson

2014-2015 Chair, Governor's Advisory Council for Gifted & Talented

Overview and History of Gifted Education in Arkansas

Responding to the concern for educational programming for gifted and talented students, the Arkansas General Assembly passed Act 106 of 1979. This legislation established the Office for the Education of Gifted and Talented Children, headed by an administrator, to direct the state program. Funds were appropriated to provide financial assistance to school districts operating programs for gifted and talented students.

Guidelines were developed to provide information to assist district in planning, implementing, and evaluating programs for gifted and talented students. This document, Education of Gifted and Talented Students: Guidelines for Local Education Agencies, was approved by the State Board of Education in 1981.

Since that time, a number of pieces of legislation enacted have had a profound effect on gifted education.

Act 445 of 1983, the Quality Education Act, established minimum standards for accreditation of public schools and authorized the State Board to name a committee to recommend regulations, criteria, and minimum standards. The Standards for Accreditation of Arkansas Public Schools, which were adopted by the State Board of Education February 22, 1984, included a provision that all districts must provide a program for gifted and talented students.

Act 34 of 1983, First Extraordinary Session, the School Finance Act, provided funding for districts which were developing or operating programs for gifted and talented students. The Department of Education was directed to set aside annually, beginning in 1984-85, funds for program development, not to exceed \$6 million. Districts which were operating approved programs were eligible to receive funds based on an “add on” weight of .25 for each student identified as gifted and talented (funding was based on no more than five percent of the district’s average daily membership).

The original guidelines developed to assist districts were then refined and updated and became the Rules and Regulations for gifted education in Arkansas. This document, Gifted and Talented Program Approval Standards, was approved by the State Board in 1987, revised in 1999 and 2009.

Act 917 of 1995 changed the funding process to local school districts regarding gifted and talented students. The new law now stipulated an expenditure requirement replacing the funding provision that had previously existed. This expenditure requirement reads: Local school districts shall expend from state and local revenues not less than the following amounts of gifted and talented programs, in accordance with rules and regulations promulgated by the State Board of Education – the previous year’s average daily membership participating in gifted and talented programs, up to five percent (5%) of the previous year’s average daily

membership, multiplied by fifteen hundredths (.15) times the base local revenue per student. The following definition shall guide districts in providing services and opportunities for students identified as gifted and talented in Arkansas:

Gifted and talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services.

Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability.

In ***Gifted and Talented Program Approval Standards, 2009***, standards are described that every school district in Arkansas must meet in order to provide an approved gifted program for students in their districts. These are minimum, not optimum, standards and enable school districts to establish equitable criteria for identification of gifted and talented students, establish programs which will lead to appropriate educational opportunities for these students, and establish procedures to evaluate the effectiveness of the provisions of these educational opportunities. Districts are encouraged to go beyond the standards in providing educational opportunities for their gifted and talented students. Standards include areas of community involvement, staff development, personnel, identification, program options, curriculum, and evaluation. A copy of these standards is available on the Arkansas Department of Education website on the following page: <http://www.arkansased.org/divisions/learning-services/gifted-and-talented-and-advanced-placement>. Click on the link on the right side for *Gifted and Talented Program Rules and Regulations*. Evidence verifying compliance with the standards should be kept on file in the district and available for review by the Department of Education when the district is monitored. Districts submit an annual program approval application to the Department of Education detailing how the district will serve gifted students. In 2012-13, this application changed from an electronic application that was printed and mailed to the Arkansas Department of Education to an online form. Each district undergoes an onsite monitoring by staff members of the Arkansas Department of Education, Office of Gifted and Talented, every three years. In 2011-12, onsite monitoring visits were shortened to half day visits for all but the largest school districts with submission of many of the program's policies and procedures prior to the onsite visit. In 2012-13, the submission of policies and procedures for schools being monitored was embedded in their online program approval application.

Advanced Placement (AP) and PreAdvanced Placement (PreAP) courses are often utilized to serve gifted students at the secondary level. The ***Rules Governing the Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing the Availability of Advanced Placement Courses in the Four Core Areas In High School With Guidelines for Endorsed Concurrent Enrollment Courses***

are in place to help ensure that high schools offer at least one AP course in each core content area, with PreAP courses in place to help prepare students for the rigor inherent in AP courses. These rules also specify that teachers must receive specific training to teach AP or PreAP, and students must complete the entire course and exam to receive weighted credit. Details about funding available for teacher training and for materials and equipment grants for AP courses are also contained in these rules. Schools receive incentive money for each score of three or higher obtained by their students on AP exams to utilize for improving their AP Program. Please see attachments for more information about the success Arkansas students are experiencing in AP.

The **Arkansas Governor's School**, a six-week residential program for gifted and talented students in the summer before their senior year, was established in 1980 and has operated each summer thereafter. Students are nominated for the Arkansas Governor's School (AGS) through their public, private, or home schools and are selected by a committee appointed by the Arkansas Department of Education. Selection is based on merit, measured by high intellectual potential, outstanding ability in an academic or artistic area, creativity, task commitment and social/emotional maturity. Efforts are made to insure a representative distribution from all school districts in the state, balanced proportions of male and female students, and an ethnic composition reflective of the state's demographic patterns. Members of the Governor's Advisory Council participate in the student and faculty selection processes.

Students are selected for content area classes in one of eight fields: choral music, drama, English/language arts, instrumental music, mathematics, natural science, social science, or visual arts. They also attend classes in general conceptual development and personal and social development. In addition, guest speakers, significant films, concerts, and dramatic productions provide experiences beyond the classroom curriculum. The AGS curriculum does not replicate that of high school or college. Students are exposed to topics outside the traditional curriculum and are encouraged to become a member of a "community of learners."

The **Governor's Advisory Council for the Education of Gifted and Talented Children** was established with Act 106 of 1979. The council consists of nine members, appointed by the Governor, who are interested in the education of gifted and talented children.

Act 56 of 1983 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than \$3,000 to each of the recognized programs. Blind screening is used and districts are judged against those of similar size. Criteria for recognition include how a district's program has exceeded minimum standards, innovative and creative aspects, and appropriateness of the program for the size of the district.

STATUS REPORT RECOMMENDATIONS FOR 2014-2015

Recommendations of the Arkansas Advisory Council for the Education of Gifted and Talented Children 2014-2015

1. **Arkansas Governor's School**

Recommendation: Arkansas Governor's School be sufficiently funded to maintain an effective six-week long summer program with an increase of 3% for each three (3) year cycle of a site selection.

Rationale: As AGS is currently funded, financial support for the program to adequately conduct a six-week long program must be renewed every two years.

AGS Program was reduced from 6 weeks to 4 weeks in 2010 as a way to maintain the program without a funding increase. Funding for the 2013 and 2014 AGS sessions were increased by \$250,000 to accommodate a six-week long program, but the funding must be requested at each biennial legislative session.

Status: Partially Fulfilled

2. **Gifted Services in Charter Schools**

Recommendation: Monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the State School Board or the Charter Authorizing Board.

Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow, the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted & Talented and AP and IB to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented and Advanced Placement.

Status: Not Fulfilled

3. Summer Enrichment Programs

Recommendation: Exploration of public and private partnerships to support enrichment summer programs especially to serve under identified populations.

Rationale: The Council commends AGATE (Arkansas for Gifted and Talented Education) for funding some enrichment programs in 2013 and 2014, but more programs are needed. The Council recommends the continued exploration of both public and private partnerships to fund summer enrichment programs. These partnerships could be with companies, colleges, and individuals with an interest in quality programs that would help prepare young minds for higher education and careers in Arkansas.

Status: Partially Fulfilled-Dependent on Funding *Act 814 appropriated funds for Academic Enrichment for the Gifted/Talented in Summer Programs (AEGIS) up to \$150,000, but the amount of funding available is not known at this time.*

RECOMMENDATIONS FOR 2015-2016

1. Gifted Services in Charter Schools and Districts with Charter-Like Waivers (Act 1240 of 2015)

Recommendation: Monitor the services provided for gifted students as described in the Open Enrollment Charter School agreements for charter schools approved by the State School Board or the Charter Authorizing Board and to continue to monitor the services in Districts with Charter-Like Waivers (Act 1240 of 2015).

Rationale: As the number of students enrolled in Open Enrollment Charter Schools continues to grow along with the students in districts seeking charter-like waivers (Act 1240), the monitoring of the services to gifted students described in the charter agreements should be reviewed by the Office of Gifted and Talented to ensure students are being served as described in a school's approved charter. Services to gifted students should be monitored by trained, licensed GT personnel in the Office of Gifted and Talented.

The Council notes that only two Open Enrollment Charter Schools have chosen not to waive the Standards for Gifted Program Approval. As more students enroll in Open Enrollment Charter Schools and attend schools in districts with charter-like waivers, the Council thinks it is important for the ADE's Office of Gifted and Talented to be involved in the accountability process of evaluating gifted services to ensure that the unique educational needs of gifted students' are met.

2. Restore GT Program Advisor Position

Recommendation: A return to having three (3) full time positions in the Office of Gifted and Talented and Advanced Placement at ADE [two (2) Program Advisors along with one (1) Program Coordinator] to facilitate a return to a three (3) year onsite monitoring schedule.

Rationale: The loss of a program advisor position from the Office of Gifted and Talented at ADE has resulted in a six (6) year onsite monitoring cycle of services to students rather than a three (3) year cycle onsite review. The greater number of intervening years presents a burden to gifted and talented coordinators in retaining evidence of compliance with GT Standards such as documentation of services to students and program evaluation. The high turn-over rate of GT Coordinators in some districts further complicates the less frequent monitoring schedule. The additional requirement to administrate Academic Enrichment Gifted/Talented in Summer Programs (AEGIS) will also impact the capacity of the unit.

3. Revision of AP/IB Rules

Recommendation: Revise the ADE Rules for Advanced Placement and International Baccalaureate Diploma Incentive Program and Rules Governing Advanced Placement Courses in the Four Core Areas in Arkansas High Schools with Guidelines for Endorsed Concurrent Enrollment Courses, August 2007 to allow the ADE Office of Gifted and Talented to endorse training requirements for Advanced Placement and Pre-Advanced Placement certification.

Rationale: Currently the ADE Rules for AP allow only for a College Board Summer Institute to serve as certification of training for Advanced Placement teachers and only College Board workshops or summer institutes to serve as certification of training for Pre-Advanced Placement teachers. There are and in the future there may be other forms of professional development which could be approved for certification such as being a reader (grader) for one of the Advanced Placement exams and other trainings. Allowing the Office of Gifted and Talented to decide which professional development opportunities are endorsed for Pre-AP and AP certification could increase the variety of trainings available to teachers since re-training is required every five (5) years. The current rules regarding concurrent enrollment may need revision.

APPENDICES

Appendix A

ARKANSAS GOVERNOR'S SCHOOL

Arkansas Governor's School, inaugurated in 1980, celebrated its 36th year during the 2015 summer session. Approximately 13,748 students have been a part of this unique learning experience. In 2015, 596 students were nominated and submitted applications from 100 high schools in 41 counties. From these numbers, 426 students, from 89 high schools in 42 counties were accepted and 382 students completed the program. Thirty-five students were the only student attending from their high schools and 34 high schools had only 2 students attending.

Hendrix College's proposal to host AGS for 2016-2018 was selected by the Arkansas State School Board during their meeting on April 9, 2015.

Appendix B

Pre-AP and AP Teacher Training

Summer 2015 Advanced Placement Summer Institute Training: \$677,600 was spent to fund Advanced Placement and Pre-Advanced Placement teacher trainings held at Arkansas State University; the University of Arkansas, Fayetteville; and the University of Arkansas at Little Rock.

| Pre-AP | AP | Total | |
|---------------|------------|--------------|-------------|
| 59 | 166 | 225 | ASU |
| 83 | 289 | 372 | UAF |
| 327 | 524 | 851 | UALR |
| 469 | 979 | 1448 | |

31 Summer 2015 Pre-AP Trainings were held at Education Service Cooperatives where 569 teachers were trained in 2-day trainings in math, science, or social studies/English.

Appendix C

Equipment and Materials Grants to AP Teachers

Grants of \$101,557.31 were awarded to 111 teachers of Advanced Placement courses.

Appendix D

AP Incentive Money for Scores of 3, 4, or 5

High Schools in the state received \$50 for each qualifying score of 3, 4, or 5 scored by a student on an AP Exam as incentive money for AP programs. Schools received a total of \$600,150.

Appendix E

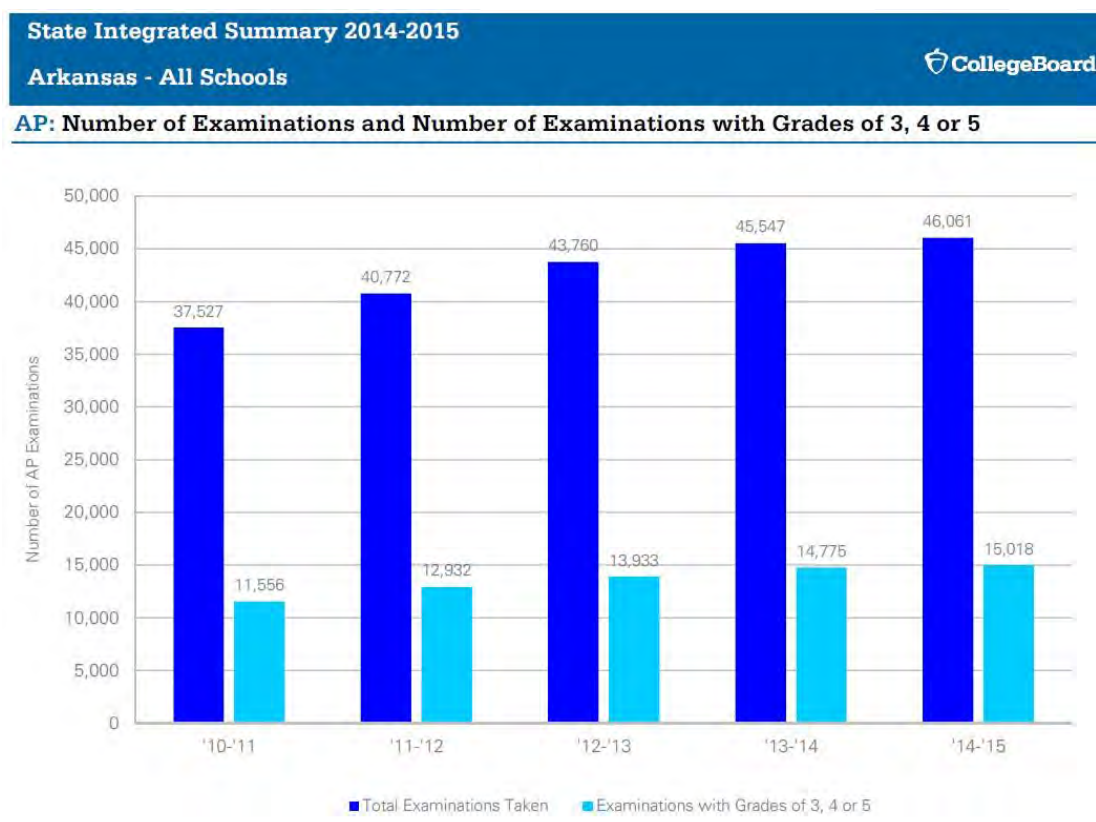
ADVANCED PLACEMENT PROGRAM

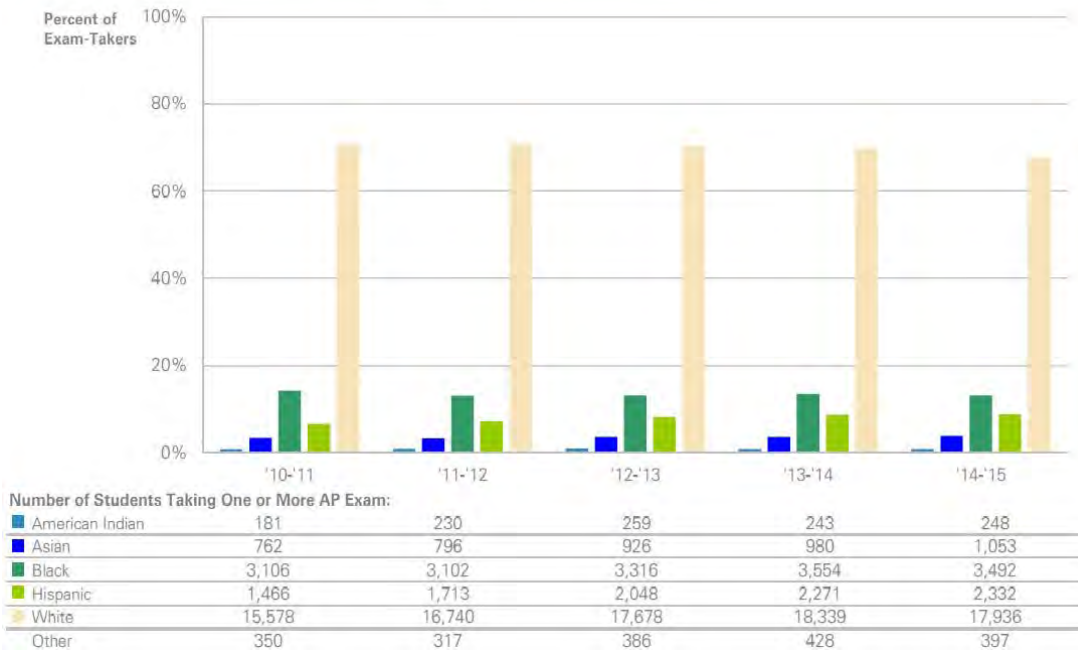
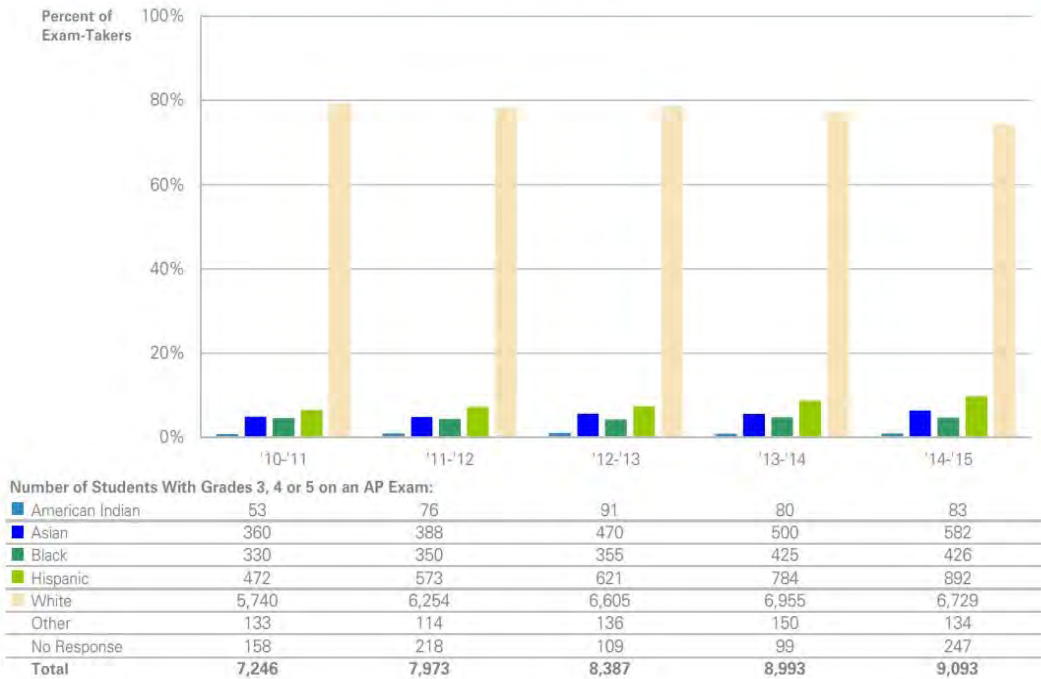
2015 Arkansas Highlights Public Schools Advanced Placement Program®

AP® Participation and Performance

- The number of Arkansas students taking AP exams in 2015 was 25,757, representing a 0.8% increase from 2014 (25,547), an increase of 21.8% over 2011.
- The number of AP exams taken in 2015 was 44,951 up 1.2% over the previous year (44,424) compared to 7.2% nationally and an increase of 23.9% over 5 years.

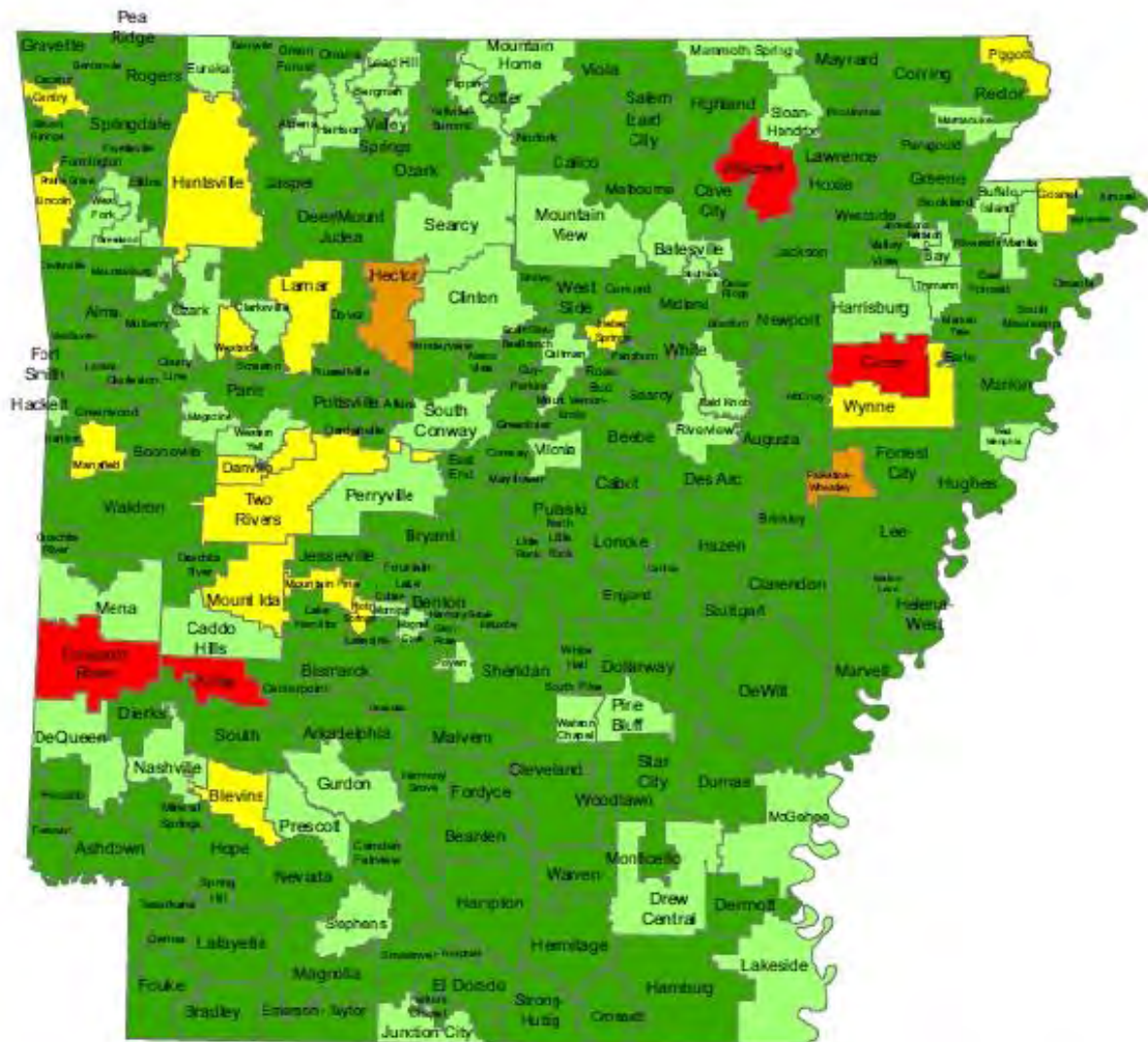
- Participation by all groups has increased except for Black and White students where there was decrease of 2.0% and 2.2% respectively in 2015.
- 8,680 students or 33.7% of AP Exam takers scored 3 or higher on at least one AP Exam in May 2015 an increase of 1.1% over 2014 scores (8584) of 3 or higher, and an increase of 27.5% over 2011 scores (6,810) of 3 or higher.
- 14,391 AP exams received scores of 3 or higher in 2015 compared to 14,146 in 2014 (1.7%), and 10,949 in 2011 (increase of 31.4% over 5 years).
- 23.2% of public school AP Exam takers were underrepresented minority students, compared to 23.5% in 2014 and 22.1% in 2011.
- 27.5% of public school AP Exam takers were low-income students compared to 29% in 2014 and 24% in 2011.
- The most popular AP exams in Arkansas were English Language, English Literature, US History, World History, Biology, AB Calculus, Psychology, and Statistics.



AP: Participation by Ethnic Groups Taking One or More Exam**AP: Participation by Ethnic Groups with Grades 3, 4 or 5**

Arkansas Public Schools

AP[®] Participation by District: Class of 2014



Sources:
2012-13 NCES 12th-grade district enrollment; 2014 College Board AP Cohort Data, and 2011-12 Proximity School District Boundary Files

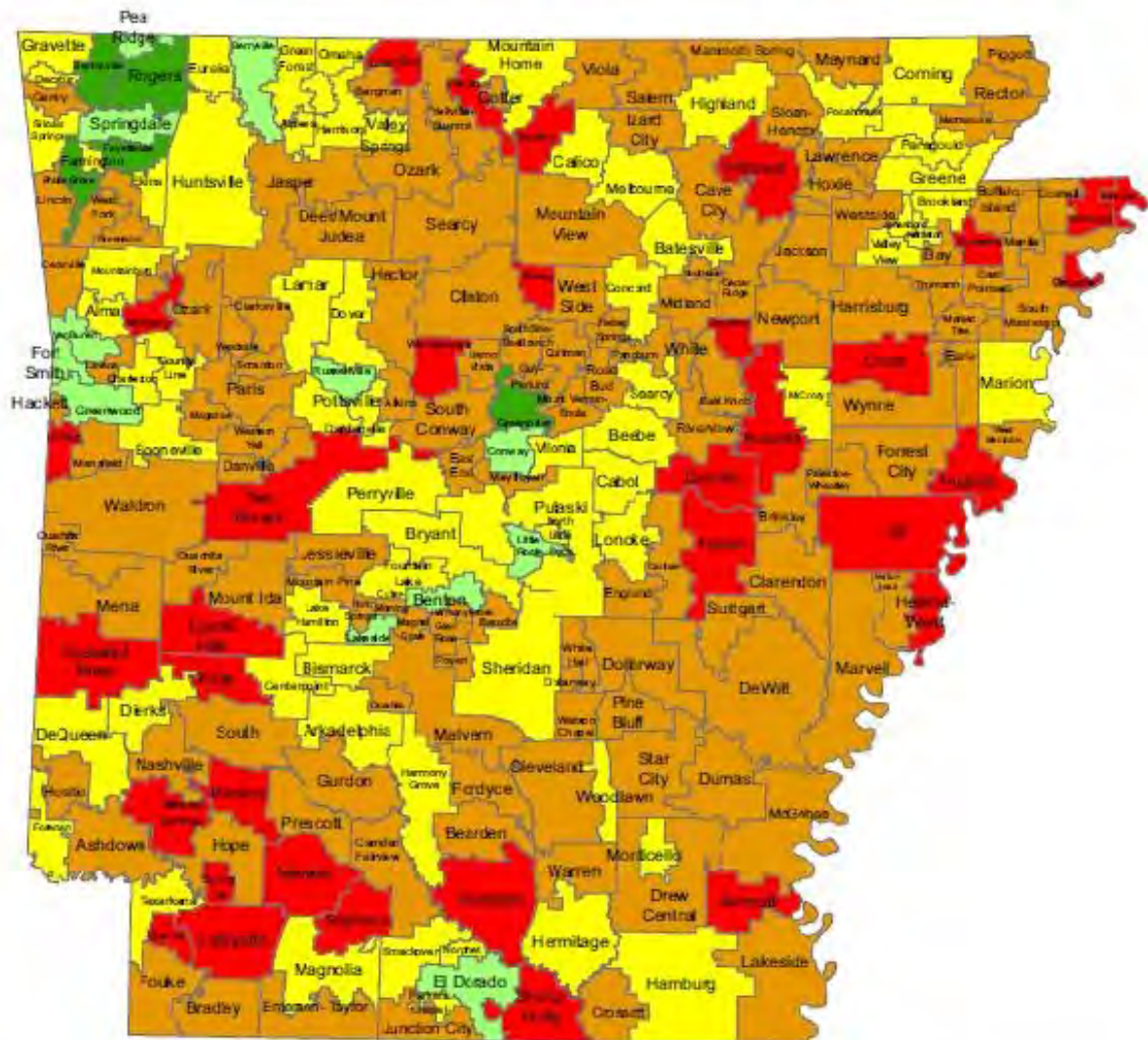
Notes:
The most recent enrollment data available were for the 2012-13 school year. A degree of caution should be exercised when reviewing participation estimates, as data may not reflect district enrollments for the 2013-14 school year. AP cohort data represent public school students from a given graduating class who took an AP Exam during high school.

Percentage of 12th-graders who took an AP Exam in high school:



Arkansas Public Schools

AP[®] Success by District: Class of 2014



Sources:

2012-13 NCES 12th-grade district enrollment, 2014 College Board AP Cohort Data, and 2011-12 Proximity School District Boundary Files.

Notes:

The most recent enrollment data available were for the 2012-13 school year. A degree of caution should be exercised when reviewing performance estimates, as data may not reflect district enrollments for the 2013-14 school year. AP cohort data represent public school students from a given graduating class who scored 3 or higher on an AP Exam during high school.

Percentage of 12th-graders who scored 3 or higher on an AP Exam during high school:



ARKANSAS ADVANCED INITIATIVE for MATH and SCIENCE (AIMS)

AP Training and Incentive Program

Arkansas Advanced Initiative for Math and Science, Inc., is an affiliate of the National Math and Science Initiative. The program invites schools to apply for participation in the program to strengthen the teaching of the AP® mathematics, science, and English courses and to build enrollment and increase the number of students taking and earning qualifying scores on AP® exams in these subjects.

2014-15 AP Results Summary in Brief

- Arkansas AIMS added 5 new schools this fall in Cohort 7: Hope, Lonoke, Magnet Cove, Siloam Springs, and White Hall. There are now 55 AIMS schools across the state, 18.4% of the high schools.
- Arkansas AIMS ---70% increase in qualifying scores from 2008-2015
- Arkansas AIMS—5th in the country with increases in qualifying scores in all math, science and English (MSE) exams for Minority Students---237% increase
- Arkansas AIMS schools account for 45.4% of AP MSE exams taken, and 42.4% of AP MSE Qualifying scores.
- Arkansas AIMS schools account for 46.2% of AP MSE qualifying scores for African American and Hispanic students.
- In the spring of 2015, over 34,000 students participated in online prep session programs in the 3 content areas.
- During the 2014-15 school year, 657 teachers were trained in various workshops.
- Arkansas AIMS initiated a one-week Summer Boot Camp on the UALR campus in 2015, targeting students from Pulaski County schools, and served 67 students in our initial pilot.
- Arkansas AIMS schools contribute significantly to the dramatic increase in the number of students taking AP math, science, and English classes.
- Arkansas AIMS schools contribute significantly to the dramatic increase in the number of qualifying scores on AP math, science, and English classes.
- Arkansas AIMS schools contribute significantly to the state's increase in minority students taking AP courses and achieving qualifying scores.
- Arkansas AIMS is a STEM model that has produced significant results over time.
- Arkansas AIMS is making a difference in the state by changing expectations and achievement.
- ForwARd Arkansas cited AR AIMS as being a “strong example of a program that is helping more high school students take AP exams and perform well on AP exams, better preparing them for the rigors of college-level coursework.”

Appendix F

TALENT IDENTIFICATION PROGRAM (TIP)

The 35th Annual 7th Grade Talent Search sponsored by Duke University at Durham, North Carolina recognized students with high mathematical, verbal, or general intellectual ability from a 16-state geographic region. Seventh graders take the Scholastic Assessment Test (SAT) and the ACT assessment. Arkansas students meeting at least one of the following criteria are invited to a State Recognition Ceremony:

| | | |
|-----|---|------------|
| ACT | ACT English | ≥ 21 |
| | ACT Math | ≥ 21 |
| | ACT Reading | ≥ 21 |
| | ACT Science | ≥ 21 |
| | *Or with three of the four following scores: English = 20, Math = 20, Reading = 20, Science = 20 | |
| SAT | SAT Math | ≥ 530 |
| | SAT Critical Reading | ≥ 510 |
| | SAT Math = 510 and SAT Critical Reading = 500 | |
| | *Or with two of the three following scores: Math = 520, Critical Reading = 500, Writing = 490 | |

The following scores qualify a student for recognition at the Grand Recognition Ceremony at Duke University:

| | | |
|-----|---|------------|
| ACT | ACT English | ≥ 29 |
| | ACT Math | ≥ 28 |
| | ACT Reading | ≥ 30 |
| | ACT Science Reasoning | ≥ 27 |
| | ACT Composite | ≥ 28 |
| SAT | SAT Math | ≥ 680 |
| | SAT Critical Reading | ≥ 650 |
| | SAT Writing | ≥ 650 |
| | SAT Critical Reading + Math + Writing ≥ 1850 | |

Students identified through the TIP talent search are encouraged to participate in various educational programs offered by local, state, and national agencies.

In the 2015 7th Grade Talent Search, a total of 22,236 students from Duke TIP's 16-state region scored well enough to be invited to a State Recognition Ceremony. This represents 40% of the students who actually tested. Nationally, 64,481 7th graders from nearly 6000 schools took the ACT or the SAT to qualify as a DUKE Tipster. In Arkansas, 457 students out of the 1,047 who were tested, qualified for the State Recognition Ceremony which was hosted by The Center for Gifted Education at the University of Arkansas at Little Rock.

Appendix G

ACT 56 AWARDS

Act 56 authorized the Advisory Council to select annually up to three programs for gifted and talented students for recognition as outstanding programs. The Council may make awards of not more than \$3,000 to the recognized programs.

The award recipients for the 2014-2015 school year were Scranton District for districts less than 1,000. South Side Bee Branch School District received a Certificate of Merit in this category. Heber Springs School District was selected from districts between 1,000 and 3,000. Booneville School District received a Certificate of Merit in this category. Rogers School District was selected from districts larger than 3,000. Bentonville School District received a Certificate of Merit in this category.

An application is available through a Commissioner's Memo posted on the Department of Education's Website. Criteria for recognition include how a district's program has exceeded minimum standards, innovative and creative aspects of the program, and appropriateness of the program for the size of the district.

Blind screening is used, and districts are judged against those of similar size.